

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This last chapter describes the conclusions of the present study and offers suggestions.

#### 5.1 Conclusions

Based on the research findings and the researcher's interpretation, she comes to the following conclusions, relevant to the research questions formulated earlier in this study.

With respect to the materials, the study found that the teaching materials provided by both English lecturers have suited the ESP materials as proposed by a theorist, Gatehouse. The teaching materials used are taken from various sources namely authentic materials and those generated by the lecturer containing the major skills such as speaking, reading and writing, as well as grammar, vocabulary, pronunciation, and translation. Besides that, the materials provided have matched with some students' need. However, they have not yet coordinated and shared to each other to write the teaching materials specified and relevant to the students' need in the research site majoring on the social work studies. In addition, too many major skills provided for the students (based on interviews) in order that they do not get particular competence after following the English teaching program. It should be focused on one or two skills, for example reading or reading and speaking, as suggested by Streven. The available syllabus also does not list the specific objectives of learning so that the expected outcome of the English program is not known.

Moreover, regarding the methodology, the lecturers have employed various ways of teaching, such as communicative and structural approach. This would be better if the so-called methods facilitate one emphasized skill, for example speaking, so that the students can be trained to be able to communicate in English. They will have accordingly special competence in speaking.

Finally, what the students need are the availability of a simple English course book/text book containing materials relevant to social work profession that can be used as a guide to learn English in the research site implementing social work education. After learning English, the students are expected to be able to read social work English textbooks and to translate into Indonesian besides to be able to understand when people speak in English.

## **5.2 Suggestions**

From the above conclusions, the researcher would like to provide some suggestions, as follows:

First of all to the English lecturers, especially in the research site, should be able to understand the significance of application of the English for Specific Purposes (ESP) in the teaching of English particularly the English teaching in the research site implementing social work education where the students major on the social work studies. In order to apply the ESP itself the English lecturers in the research site should consider creating or writing the teaching materials relevant to the students to be a guide both for the students and the lecturer, based on the needs analysis. In addition, the specific objectives of the English teaching and learning should be clearly defined (syllabus) in order to gain the expected outcomes.

Secondly to the other researchers, because this study is only a small step towards understanding how the English teaching is in a tertiary

institution, specifically in the research site implementing social work education, further research involving extended periods of observations, in-depth interviews, and qualitative methods of data analysis, is needed to understand the limitations of the English teaching program in a research site implementing the professional education that should be mediated by the English for Specific Purposes (ESP).

Finally to the institution as the research site, in order to support the teaching of English for the students, the English curriculum should be more flexible suited the students' interest and needs. In addition, the availability of the teaching materials relevant to social work profession should be the main agenda. Therefore, the institution as the research site is expected to be willing to provide support and encouragement for the English teaching materials writing based on the needs analysis.